

# 2011 AP LANG/COMP Summer Assignment Scoring Rubric

## TASK #1

### Writing Tips

- 4 Compelling evidence of thorough attention to the substance of all three texts is recorded with meaningful and substantial tips synthesized from all three texts in an attempt to see convergence and divergence among the writers' ideas. Tips are cross-referenced with specific portions of source material with illuminating explanation. Reflection to writing process is rich and thoughtful, revealing personal voice through references to illuminating detail.
- 3 Sufficient evidence of attention to the substance of all three texts is recorded with meaningful tips gathered from all three texts. Tips are cross-referenced with specific portions of source material with cursory explanation. Reflection to writing process is satisfactorily detailed with and does not contain distracting errors.
- 2 Limited evidence of attention to the substance of all three texts is recorded with superficial tips gathered from all three texts. Tips are cross-referenced with specific portions of source material with no explanation. Reflection may be underdeveloped, reflect mechanical or cursory response to prompt, or contain distracting errors.
- 1 Little evidence of attention to the substance of one or more of the three texts is recorded with superficial tips and rushed work. Reflection is cursory or error-ridden.

### 10 Writing Tips

x 11

= (out of 44)

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## TASK #2

### Annotations:

- 4 Compelling evidence of a meaningful conversation with well-chosen text from reputable source. The entire text is marked, words/phrases as well as longer passages, markings correspond with notations in margins, notations ask questions, summarize, analyze, identify purpose/claim/tone/audience of work, identify unfamiliar vocabulary, apply literary terms.
- 3 Sufficient evidence of engagement and interaction with the text from appropriate source. The entire text is marked in a way that demonstrates solid thinking in connection with reading.
- 2 Limited evidence of engagement or interaction with the text, cursory annotations, and/or text from inappropriate source.
- 1 Little record of engagement or interaction with the text and/or text from inappropriate source.

### Review 1

### Review 2

x 1.5

= (out of 12)

### Textual Analysis Worksheets:

- 4 Compelling evidence of thoughtful, attentive analysis of text. Strong initial thinking and serious rhetorical analysis is recorded in detailed responses to each question.
- 3 Sufficient evidence of analysis of text. Satisfactory initial thinking and rhetorical analysis is recorded in complete responses to each question.
- 2 Limited evidence of attentive consideration of the text. Cursory thinking and analysis is recorded in predominantly underdeveloped responses.
- 1 Little evidence of attention to the text. Worksheet records perfunctory responses with scant analysis.

### Review 1

### Review 2

x 1.5

= (out of 12)

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**TASK #3**  
**Movie Review**

- 4      Compelling evidence of attention to the task yields a well-developed, thoughtful, well-composed distillation of personal response to the experience of watching the movie alongside the details behind that response. Summary of movie plot is only used to illustrate response to movie. Review demonstrates considerable polish pointing to careful revision and editing.
- 3      Sufficient evidence of attention to the task yields an adequate response to the movie alongside at least superficial details from the movie supporting that response. Summary of plot is heavier but does not dominate review. Review does not contain distracting errors. Review is sufficiently developed (700-1000 words).
- 2      Limited evidence of attention to the task yields a review dominating on the summary of plot instead personal response. May be underdeveloped or contain distracting errors.
- 1      Little evidence of attention to the task yields a too brief or error-ridden movie review.

**Movie Review** **x 8** **= (out of 32)**

**Total Score (out of 100)**